

Lucan East ETNS



Assessment Policy

Policy development:

Assessment is an integral part of teaching and learning. It is the means by which teachers and pupils assess the process as well as the product of learning. Assessment can be defined as the gathering, recording, interpreting, using and reporting information about a child's progress and achievement in developing knowledge, skills and attitudes (Assessment Guideline, 2007). The school recognises its obligations under article 22 of the Education (1998) *"to regularly evaluate students and periodically report the results of the evaluation to the students and parents"*. Through assessment the teacher constructs a comprehensive picture of the short term and long term needs of the child and plan future work accordingly. This policy draws on the latest research in the area of assessment

Rationale:

This policy was drafted in order to streamline current practices, coordinate assessment procedures on a whole school basis and to ensure that all staff are familiar with and working in accordance with current legislation in relation to assessment.

Relationship to characteristic spirit of school:

Assessment in this school will contribute to pupil learning and development by identifying pupils' strengths and weaknesses (assessment of learning), working towards each child achieving his/her potential in school and preparing them for their next step in the education system (assessment for learning).

Aims:

- To benefit pupil learning
- To monitor the learning processes
- To generate baseline data that can be used to monitor achievement over time
- To involve parents and pupils in identifying and managing learning strengths or needs.
- To assist teachers' long and short term planning.
- To raise achievement across the school

Purposes of Assessment:

- To build a picture over time of a child's progress and achievement in the learning process.
- To enrich teacher's understanding both of **what** and **how** the child learns, thus allowing the teacher to construct a comprehensive picture of the short-term and long-term needs of pupils.
- To inform planning based on appropriate objectives and the child's previous learning.
- To identify the particular learning needs of pupils, to ascertain the nature of the support and assistance they need and to establish appropriate strategies and programmes for them.
- To contribute to the school's strategy for supporting learning difficulties

- To facilitate communication between parents and teachers about pupils' development, progress and learning needs.
- To facilitate the involvement of pupils in assessment of their own work

Areas to be Assessed

- Assessment will be used across all curriculum areas and is based on curriculum objectives.
- The knowledge, skills, attitudes and values the child develops and dispositions the child shows
- All curricular areas in the school plan will contain a section on assessment.
- The diverse aspects of learning: the cognitive, the creative, the affective, physical and social.

Timing of Assessment

- Assessment is an ongoing process throughout the child's primary schooling and is shaped by a child's age and stage of learning and development.
- In the infant classes learning is more holistic and is largely based on connected learning experiences. Therefore much assessment in the early years will occur during teacher's interactions with children in a more informal way, in a variety of learning situations, through and through the use of work samples and portfolios.
- From 1st class onwards subject based learning is more active and assessment will be more focused on this as the child progresses through the school.

A record of children's learning and development will be kept over a period of time in L.E.E.T.N.S. and passed from teacher to teacher. Assessment information will be used to provide intervention and support appropriate to the child's stage of learning.

Assessment Methods:

In compliance with the Equal Status Act (2000) and the schools ethos, the methods of assessment used in L.E.E.T.N.S. will not, in any way, discriminate against any children. This reinforces our aim that assessment will be continuous, taking place in a holistic manner over a period of time and will not be based on one piece of work in isolation. Assessment can be divided under two main headings.

Assessment for learning

This emphasises the child's active role in his/her own learning, in that the teacher and child agree what the outcomes of the learning should be and the criteria for judging to what extent the outcomes have been achieved. In essence, AFL helps teachers and children to focus on three key questions:

- **where are** children **now** in their learning?
- **where are** children **going** in their learning?
- **how** will children get to the **next point** in their learning?

Providing feedback to children is therefore central to AFL. This is done throughout the curriculum and is more formalised in the areas of literacy and numeracy. There has been a raising of awareness on a whole school basis on the importance of AFL strategies and staff endeavour to share learning intentions and success criteria in every lesson. In line with current research in the area AFL is divided into three broad areas.

Questioning

Assessment for learning Principle	Suggested Teaching Strategy
Improving quality of answers	Increased thinking/wait time Big Questions – big open Questions like in problem solving tasks eg. How many ways do you think you can make tea? Finding Questions learners get wrong

Peer Discussion	Think pair share Group work in literacy and book clubs with each child having a specific job eg. Discussion director, highlighter etc.
Active Involvement of all pupils	Mini Whiteboards - there is a set in every class and all support teachers have access to it. Lollipop sticks : Children are asked questions at random using the lollipop sticks. Each stick has the name of a child on it. Teachers may like to take two lollipops out at a time in order to scaffold learning or to have a pass system in place.

Feedback

Assessment for learning Principle	Suggested Teaching Strategy
Target Setting	The children select an area of learning from first class upwards every term that they would like to improve at. The principal works with each class on this and it is further explored with the class teacher. Conferencing in literacy and numeracy. Two Stars and a wish
Immediacy of feedback	Self assessment Rubrics have been implemented in Literacy as part of the writing process Learner to Learner dialogue

Peer and self assessment

Assessment for Learning Principle	Suggested Teaching Strategy
Ongoing assessment in lessons	Traffic light system Mini whiteboards Thumbs up thumbs down Think Pair Share Self and peer marking Using exemplars of work book clubs

School Assessment procedures in literacy:

- Writing: 6+1 traits rubric (Culham, 2005); Conferencing: TAG (*Tell something you like, Ask questions, Give advice*).
- Reading: Micra T Standardised assessments; Running records for placing children in reading groups and to assess fluency; placing classes in correct phase on First Steps Reading Developmental Continuum
- Oral Language: placing classes in correct phase on First Steps Speaking and Listening Developmental Continuum.
- Assessments carried out as part of the Lift Off to Literacy and Reading Recovery Programmes are used as evidence and shared between class teachers and support colleagues.
- Assessment of comprehension: cloze procedure assessments and comprehension boxes

School Assessment procedures in numeracy

- WALT and WILF
- Checklists
- Station teaching/team teaching
- Monthly/termly maths tests

Assessment Of Learning

In contrast, assessment of learning (AoL) focuses more on medium and long-term assessment. AoL generally involves assessing a child's learning at the end of a given period, such as the end of a unit of work, a week, a term, or a year. The emphasis in AoL is on measuring a child's cumulative progress towards curriculum objectives. A grade or a score is often the only feedback a child receives. While these results are useful to the teacher they can be of limited value to the child, unless the teacher identifies the essential information they provide about the child's progress and achievement and communicates this to the child. Many of these strategies overlap and they are just meant as a guide to teachers. Assessment methods in this area include:

- End of month maths tests
- Spellings and tables tests
- End of month English comprehension tests using comprehensions boxes
- Teacher designed tasks and tests
- Screening tests
- Standardised tests from first to sixth class (see below).

Formal Assessment and Standardised Testing:

Procedures:

- Class teachers administer the tests. If pupils are absent on the day the test is administered to the class, the learning support teacher administers the test to these pupils.
- The percentile rank, STEN and Reading age scores are recorded. In the case of numeracy performance in the four areas of number, shape and space, data and problem solving are entered and analysed.
- Results are analysed by the class teachers, the learning support teacher and the principal.
- The information gathered from tests helps to identify children who need additional support from the class teacher and/or support teacher.
- The high achieving children who may need more challenging work are also identified.
- Results are communicated to parents in the end of year report and then discussed with parents in the subsequent parent teacher meeting using STEN descriptors.

a) Screening:

It is the aim of the staff of Lucan East E.T.N.S. that children experiencing learning difficulties be identified and interventions be undertaken as soon as possible. To facilitate this, the following screening tests will be administered in February of the second term in infant classes:

- Junior Infants: Teacher designed tasks and tests
- Senior Infants: Teacher designed tasks and tests

b) Standardised Assessment:

Standardised tests will be used from 1st to 6th classes. They will be administered in September and June in 1st class and in June for all other classes. Standardised tests are used in order to:

- Provide teachers with information on literacy and numeracy attainment in the class compared with those of children nationally.

- Develop appropriate interventions, strategies, methodologies for certain children.
- Assist teachers in identifying (1) children who could benefit from supplementary teaching and (2) the readiness of children to proceed to the next standard.
- Provide teachers with an additional method of charting pupil's progress over a period of time.
- Chart childrens' academic progress through the school.
- Identify trends in results in literacy and numeracy to inform planning, teaching and learning in the school
- Identify and work to fill gaps in childrens' learning.
- Identify increases/decreases in childrens' scores.
- Identify children in need of support - children scoring at or below the 12th percentile will normally receive English and/or Maths support. If support timetables are not full, children who score above the 12th percentile but who need help will be included.

The following standardised assessments will be administered annually in May in all classes from 1st to 6th:

- English: Micra-T
- Maths: Sigma-T
- NVRT: The *Non-Verbal Reasoning Test* involves no reading, so can provide insight into the abilities of pupils who think more easily in images than words and those who have limited reading skills, for example children with dyslexia, poorly motivated pupils who haven't learned to read, or those who speak English as an Additional Language (EAL). This test is carried out in 3rd class with children who are scoring at or below the 25th percentile in either the Sigma T or Micra T.

c) Psychological Assessment

- The class teacher and principal/learning support teacher liaises with parents if it is felt that a psychological assessment or other assessment is required (Stage 3, Circular 02/05). Standard consent forms are used.
- The principal or post holder requests and arranges educational assessments which are being sought by the school through the N.E.P.S. service or CNDT. If parents/guardians wish to have their child assessed privately or the child needs an assessment by Speech & Language Therapist, Audiologist, the parents/guardians arrange this. They are invited to discuss the report with the school principal afterwards. The school will also assist in making the data required by the specialist available to him/her with the parent's/guardian's written permission.
- The recommendations from the assessment are taken into account in drafting an individual educational plan or student support file for a pupil
- Psychological reports are stored in a locked filing cabinet in the office and the principal and learning support teachers control access to them.

English as Additional Language Learners:

The methodologies used in L.E.E.T.N.S. to identify the learning needs, strengths and progress of children who speak English as an additional language are:

- Survey of parents' home languages, countries of origins and dominant languages used at home.
- Informal observation of EAL learners by class teacher and/or EAL teacher.
- The Primary School Assessment Kit is used to ascertain the level they are at in the areas of oral language, reading and writing and will be completed with all EAL learners in April annually. It is also used to assess a child's placement on the Global benchmarks of communicative proficiency
- The 'Up Up and Away' breakthrough levels will be used to document the children's progress and future English language learning needs. (refer to EAL Policy)

The Initial interview for newcomers from Up and Away is used for assessment purposes.

Unit checklists and summative assessments from PMP publications from Beginner to Intermediate range are used to assess language development and subsequently to inform planning along with teacher designed tasks.

Children with Special Educational Needs:

Diagnostic tests will be used to identify and provide for the particular needs of children in need of support, children with specific learning difficulties and children with special educational needs. In compliance with the EPSEN Act (2004) children with special educational needs will have a personal SSFs which will be reviewed twice yearly to assess children's progress and needs.

A period of time is set aside in Sept/June to assess children who are due to receive learning support at various intervals throughout the year. These assessments are updated as necessary throughout the year. These are issued and results stored and controlled by the learning support teachers with information shared with class teachers.

Recording of Assessment information:

Assessment information will be recorded in an objective manner a variety of ways e.g. marks, checklists, profiles and objective, constructive and positively phrased teacher comments.

Four kinds of assessment records will be maintained by the school:

1. Teacher's records
2. Pupil files
3. Pupil reports
4. Work samples

Storing and Sharing of Assessment Information:

Assessment information will be stored on the secure, password protected database Aladdin Schools. Assessment information will be shared with secondary schools too.

In accordance with the Data Protection Act (2003) parents of students under the age of 18 are entitled to be provided with all personal data recorded by the school regarding their child if requested (both formal and less formal records). In compliance with legislation, L.E.E.T.N.S. will report assessment information, when requested, to other teachers and schools, with parental permission, and to children themselves between the ages of 18 and 21.

Assessment information will also be shared with the necessary individuals and professionals involved in the child's education or who can enrich our understanding and education of the child in question with parental consent. Reporting of the assessment information of pupils to any other person or for a school transfer must be approved by the principal.

Reporting assessment information to parents:

- Assessment results will be reported to parents at parent teacher meetings, verbally with the use of the NCCA descriptor if necessary. In the case of standardised assessments the STEN score is used.
- All standardised assessment results will be communicated and explained to parents orally and in writing at the parent teacher meetings using the NCCA descriptor below.
- When necessary, the class teacher and the learning support teacher will meet with the parents of children they are concerned about, to report the standardised test results as soon as possible, in order to organise the provision of future learning support.

NCCA Descriptor:

Standard Score Range	Sten Score	Descriptor (nationally)	Coverage
115 and above	8 – 10	Well above national average	Top 1/6 of pupils
108 – 114	7	High national average	1/6 of pupils
93 – 107	5 – 6	National Average	Middle 1/3 of pupils
85 – 92	4	Low National Average	1/6 of pupils
84 and below	1 – 3	Well below national average	Bottom 1/6 of pupils

(Percentile indicates the percentage of relevant class/age groups which have scored equal to or lower than this child's score).

This Assessment Policy was reviewed by the Board of Management on 23rd January 2024.

Signed: Gm^c Connack
Chairperson of Board of Management

Date: 23rd January 2024

Signed: Gráinne H. Haines
Principal/Secretary to the Board of Management

Date: 23rd January 2024

Class level and Formal Assessments

Class level	Numeracy	Literacy	Assessments (available in school)
Junior Infants	- Number formation 0-5 - Making sets 0-5 - Number identification 0-5 - Shapes identification - Counting forwards and backwards 0-10	- Letters sounds - Letter formation - Blending - Sight words	- BIAP - workbooks - MIST - not currently used - Drumcondra Early Literacy and Numeracy - Senior Infants - Reading Recovery Assessments
Senior Infants	- Termly Maths Tests - Maths Recovery assessment - Counting forwards/backwards - Number formation to 10	- Phonological awareness - Letters sounds - Letter formation - Sight words - Blending - Reading Records/Running Records	
1st Class	Read, write and order numbers 1 to 10	- Letter formation (uppercase/lowercase) - Letter sounds - Dolch words (reading) - Dolch words (writing) - Reading level/Running Records	- Micra-T - Sigma-T - YARC (Book on shelf beside Linda's room) - Reading Recovery Assessments - Dyslexia Screening Test DST - NVRT
2nd Class	- Monthly maths tests. - Skip counting in 2s, 3s, 5s, 6s, 8s, 10s. - Doubles and near doubles addition - Addition and subtraction mental maths - Addition - missing numbers/ find the difference.	- Letter formation - beginning cursive - High frequency (first, second 100 words) - Reading levels - Reading comprehension & fluency - Digraphs - SpellingsForMe - Grammar/ punctuation (capital letters/ full stops/ commas.....).	
3rd Class	2nd class end of year assessment in Sept. (Planet Maths summer assessment) - Monthly maths tests. - Daily 10 - Weekly tables tests (multiplication & division) - Maths Challenge tests - Skip counting. - Addition and subtraction (vertical) with 2/3 digits. - Bridging through 10	- Assess reading level in September/running records. - Reading comprehension (levelled comprehension box assessments). - Spelling (Spellings for Me programme) - Weekly Gaeilge spellings (Ceart Litriú) - Cold tasks - monthly before each genre - Phonics assessments (letter sounds, blends, digraphs) - Sight words assessments	
4th Class	- Review 3rd class SigmaT 3rd class Planet Maths end of year assessment (Completed in September) - Monthly Maths Test - Weekly table test (multiplication & division) - Daily 10	- Review 3rd class MicraT - Spelling Screener in September (not completed every year) - Primary School Assessment Kit - Running Records - Reading comprehension/fluency for groups - Cold Tasks - monthly before each genre - Monthly Spellings for Me - Weekly Gaeilge spellings (Ceart Litriú)	
5th Class	4th Class End of Year Assessment (Completed in September) - Times tables assessment (all tables) - Targeted areas from	- Spelling age/level - Reading comprehension/fluency for groups - Targeted areas from MICRA-T assessment - Writing - cold tasks	- DST-J Dyslexia Screener - NNRIT

	- SIGMA assessment - Maths Tracker assessment (Tom has the CDs in his room but they were difficult to use properly. If there is anyone who could get them working properly, they could be useful)	Comprehension box - levels	
6th Class	5th class end of year maths assessment - Monthly Maths Test - Word problem general assessment - Times table assessment both written and verbal - Number bonds to 50	- Reading comprehension/fluency for groups - Spelling age/level - Weekly spellings test - Spellcheck/Ceartlitriú (Pretest done on a Monday) - Comprehension Box- levels - Cold tasks- Beginning of each Genre	- Micra T - Sigma T
Wales and Kenya class	Use a selection of the assessments listed above and choose ones that are appropriate for the individual child.	Use a selection of the assessments listed above and choose ones that are appropriate for the individual child.	